

EDUC 460.13: Secondary Fine Arts  
Winter, 2026*Erin Spring*

Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.

Your instructor will also confirm section information through your D2L course shell.

Please check these sites prior to the start of the course.

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

**Class Dates:** January 12 – March 13, 2026

**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

**Office Hours:** By appointment only (please email and we will find a time that works for you ☺)

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *discipline*. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

1. Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
2. Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
4. Successfully designing short-term learning and assessment plans to deepen understanding of key

ideas/concepts within the discipline.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face, with some engagement in an online environment. There is a D2L site for this course, which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](https://d2l.ucalgary.ca)). The course will be delivered through a design-based and inquiry-focused approach. Participation is crucial to the knowledge building in this course. While there are, of course, readings, they don't "contain" the full knowledge of this course. Your learning will primarily be through applying concepts from the readings as you experience, collaborate, and discuss the large ideas presented.

### REQUIRED TEXTS:

Cathcart, R. (2020). *Understanding and working with gifted learners: "they're not bringing my brain out"* (Fourth edition.). Routledge. <https://doi.org/10.4324/9781003009283>

De Oliveira, L. C., & Westerlund, R. (2022). *Scaffolding for Multilingual Learners in Elementary and Secondary Schools* (R. Westerlund & L. C. de Oliveira, Eds.; 1st ed., Vol. 1). Routledge. <https://doi.org/10.4324/9781003196228>

Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press.

Glăveanu, V.P. (2023). Difference. In: Glăveanu, V.P., Tanggaard, L., Wegener, C. (eds) Creativity — A new vocabulary. Palgrave Studies in Creativity and Culture. Palgrave Macmillan. [10.1057/978137511805](https://doi.org/10.1057/978137511805)

The Palgrave handbook of global arts education (2017). Georgina Barton & Margaret Baguley (Eds.). Palgrave Macmillan. [DOI 10.1057/978-1-37-55585-4](https://doi.org/10.1057/978-1-37-55585-4)

Winner, E. (2022). *An uneasy guest in the schoolhouse: Art education from colonial times to a promising future*. Oxford Academic. <https://doi.org/10.1093/oso/9780190061289.001.0001>

Winner, E. & Drake, J. E. (2022). The child as visual artist. Cambridge University Press. <https://doi.org/10.1017/9781108937207>

### REQUIRED RESOURCES ON ALBERTA EDUCATION WEBSITE:

Alberta Education. *Program of Study*. [your discipline and level – dates vary] Available online at: <https://www.alberta.ca/programs-of-study.aspx>

Alberta Education (2024). Ministerial order on student learning. <https://www.alberta.ca/ministerial-order-on-student-learning>.

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction (Chapters 8, 9, 10)*: <https://open.alberta.ca/publications/9780778586012>

### ADDITIONAL RESOURCES:

Alberta Education (2024). Teaching quality standard. <https://open.alberta.ca/publications/teaching-quality-standard>

Arts education and cultural diversity: Policies, research, practices and critical perspectives. Chee-Hoo Lum & Ernst Wagner (Eds.) (2019). <https://doi.org/10.1007/978-981-13-8004-4>

Beghetto, R. A., & Schmidt, A. C. (2023). Creative curricular experiences: Navigating uncertainties and emotions toward creative expression. In Z. Ivcevic, J. D. Hoffmann, & J. C. Kaufman (Eds.), *The Cambridge handbook of creativity and emotions* (pp. 498–520). Cambridge University Press. <https://doi.org/10.1017/9781009031240.032>

Beghetto, R. A. & Vasquez, A. M. (2023). Creative learning A pedagogical perspective. In Ball, L.J., & Vallée-Tourangeau, F. (Eds.). *The Routledge international handbook of creative cognition* (1st ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003009351>

Lehikoinen, K. (2025). *Creativity, society, and the role of socially engaged art in higher arts education*. Taylor & Francis. <https://doi.org/10.4324/9781032702995>

Martin, B.H. (2022). *All four arts and arts for all*. ATA Magazine, Spring 2022, Volume 102 (3), pg. 18- 20. <https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/trade-journals/all-four->

<arts/docview/2729571359/se-2?accountid=9838>

<http://dx.doi.org/10.22329/jtl.v11i2.5057> <https://jtl.uwindsor.ca/index.php/jtl/article/view/5057>

Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. *Journal of Teaching and Learning*, 11(2), 27-42.

Roy, D., Baker, W., & Hamilton, A. (2019) *Teaching the Arts*. Cambridge University Press.

### Learning Tasks Overview:

The full assignment descriptions and assessment details will be discussed in class and posted to D2L. The descriptions in this syllabus should be treated as summaries or overviews, not the complete assignment requirements.

LEARNING TASK	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT	DU DATE
Learning Task 1	<b>Response Journal Submission (3)</b> <i>Knowing the discipline as scholars</i>	Individual	30	Jan 23 Feb 6 Feb 27
Learning Task #2	<b>Arts-Based Research &amp; Community Practice</b> <i>Knowing the discipline as artists</i>	Individual & Group	30	Varied due Dates
Part A	Conceptualizing, connecting, and communicating the arts through storytelling			Feb 9-13
Part B	Peer Review & Reflection			
Learning Task 3	<b>Lesson Plan &amp; Rubric</b> <i>Knowing the discipline as teachers</i>	Individual	40	March 13

### WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 12 & 16	<ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>The role of arts in transforming consciousness</li> <li>Visions &amp; Versions of Arts Education</li> </ul>	Eisner, E. W. (2002). <i>Ch. 1 pp 1-23</i>  Eisner, E. W. (2002). <i>Ch. 2pp 24-45</i>	

Week 2 Jan 19 & 23	<ul style="list-style-type: none"> <li>• Why Art?</li> <li>• The Relation between Development and Education in Visual Art</li> </ul>	Hay, P. (2023). pp 1-43  Winner, E. & Drake, J. E. (2022). pp 67-71	<b>LT1 A Due</b>
Week 3 Jan 26 & 30	<ul style="list-style-type: none"> <li>• Contextualizing Arts Education Globally and Locally</li> <li>• What the arts teach and how it shows</li> <li>• Discuss LT2</li> </ul>	The Palgrave handbook of global arts education (2017). pp 1-34  Eisner (2002). Ch. 4	
Week 4 Feb 2 & 6	<ul style="list-style-type: none"> <li>• The centrality of curriculum and the function of standards</li> <li>• Ministerial orders, AB curriculum and standards</li> </ul>	Eisner (2002). Ch. 6  Alberta Education (2024) Ministerial Order on Student Learning	<b>LT1 B Due</b>
Week 5 Feb 9 & 13	<ul style="list-style-type: none"> <li>• Describing Learning in the Visual Arts</li> <li>• Effective arts integration</li> <li>• Jig Saw: Across Disciplines</li> <li>• LT2 Parts A&amp;B</li> </ul>	Eisner (2002). Ch. 5&7	<b>LT2 Due</b>
Feb 16 & 20	<b>Winter Break ☺ Do Something For Your Wellness Every Day</b>		
Week 6 Feb 23 & 27	<ul style="list-style-type: none"> <li>• Planning for equity, diversity, and inclusion</li> <li>• Standards and Assessment</li> </ul>	De Oliveira, L. C., & Westerlund, R. (2022). Ch 1  Winner, E. (2022). Ch 8	
Week 7 Mar 2 & 6	<b>Monday In-Class Group Presentations</b>  <b>Friday</b> <ul style="list-style-type: none"> <li>• What education can learn from the arts</li> <li>• Differentiation/Extension</li> <li>• Difference.</li> </ul>	Eisner (2002). Ch. 8  Cathcart, R. (2020). Section II Resolving the issues: A teaching model Glăveanu, V.P. (2016). Pp 36-42	<b>LT1 B Due</b>
Week 8 Mar 9 & 13	<ul style="list-style-type: none"> <li>• Learning design workshops</li> <li>• Self &amp; peer assessment for formative feedback</li> </ul>	TBD	<b>LT3 Due</b>

Please note that the schedule may change to meet the evolving needs and dynamics of the course participants.

**AI Use:**

Please note that all assignments are expected to be the original work of the student and students may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly, CoPilot). It is not required to document the use of the above GAI for the purposes described. If you have questions about a specific use of other GAI tools, please contact your instructor.

Students are responsible for all material produced by GAI as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.). For further insights, the Taylor Institute has created some guiding resources and principles: <https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning>

If you have questions about a specific use of other GAI tools, please contact your instructor.

**LEARNING TASKS AND ASSESSMENT**

There are 3 required Learning Tasks for this course.

**1. LEARNING TASK 1: Response Journal DUE: Jan 23, Feb 6, Mar 6**

***Knowing the discipline as scholars***

The purpose of this assignment is for you to use critical reflection and documentation as tools for learning, sense-making, and meta-cognition by recording your inner thoughts and reactions, noting promising practices, engaging in a variety of thought routines and responding to prompts and provocations across the course. Your Response Journal also serves as a commonplace record for future reference of how you learned in, about, and through the arts. Specific details regarding quality, quantity and other expectations will be discussed in class. All response entries are required to receive an A to A+ (in addition to meeting the other requisite criteria).

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

CRITERIA FOR ASSESSMENT WRITERS JOURNAL	NO	SOME	MOST	YES	A+
Demonstrates willingness to record and respond meaningfully to each experience and prompt.	0	C+ (10)	B+ (12)	A (13.5)	15

**2. LEARNING TASK 2: Conceptual Creation & Peer Evaluation - DUE: Feb 9 -13**

***Part A - Knowing the discipline as artists***

For this Learning Task, students will demonstrate their ability to recognize and apply theoretical perspectives of learning in the arts, based on their own experience, through storytelling. Specific details regarding quality, quantity and other expectations will be discussed in class and then posted to D2L.

Part A – Students will conceptualize and apply arts-based theory by constructing a short story that connects the course concepts to their personal experiences.

Part B - Students will collaborate with peers through experiential learning to review their stories from Part A. Students will identify and share strengths and areas for improvement in their peers' writing/story. The purpose of this assignment is for you to collaborate with colleagues and to articulate perspectives and theories from the arts for use in designing learning and assessment.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2A**

CONCEPTUAL STORYTELLING	ACCOMPLISHED (9-10)	DEVELOPING (6-8)	BEGINNING (0-5)
<b>TITLE:</b>	Title is clear, concise and describes the context.	Title is clear, concise and somewhat describes the context.	Title is unclear or does not describe the context.
<b>CONTEXT</b>	The context is described clearly and concisely in about two or three sentences. The context establishes a sense of relevance and authenticity between the developmental theory and the author.	The context described is clear. However, it does not help to establish a sense of relevance and authenticity between the developmental theory and the author.	The context described is unclear and does not help establish any sense of relevance or authenticity between the developmental theory and the author.
<b>THEORETICAL CONCEPT</b>	Two theoretical concepts are identified and Bolded. The concepts must be directly related to material from the course and clearly applicable to the chosen context.	Lists only one relevant theoretical concept that is directly related to material from the course and clearly applicable to the chosen context. Theoretical concepts may not be bolded.	No theoretical concepts directly related to material from the course are identified.
<b>PRIOR ASSUMPTION</b>	Concisely outlines one or two prior assumptions. The assumptions make sense in terms of the personal context and learning journey described and in relation to the chosen theoretical concepts.	Outlines one or two prior assumptions, but it is somewhat difficult to link the assumptions to the personal context and learning journey described or in relation to the chosen theoretical concepts.	Outlines only one or no prior assumptions, or personal context in relation to the chosen theoretical concepts. Concepts may not be directly related to the course content.
<b>SHIFT</b>	Concisely conveys comparisons between prior understanding and new insights from developmental theories. In making such comparisons, each of the theoretical concepts listed is at the centre of outlining what was learnt. Linkages between learning and early childhood development are clearly conveyed through building on the chosen context.	Comparisons are either not clearly stated or do not convey learning. Connection to developmental theories and course content is not clearly evident or are not central to the learning conveyed.	Comparisons are not clearly stated or do not convey learning. Connection to developmental theories and course content is not evident or are not central to the learning conveyed.

<b>INSIGHTS</b>	Concisely reflects on what was learnt. Shows clear connections with the chosen context and the theoretical concepts. Reflections show an ability to extend peer feedback to the practical benefit(s) that emerge from the reflection are highlighted and linked to the initial concepts and personal context.	Connections with the chosen context and the theoretical concepts are unclear. Reflections show a limited ability to extend peer feedback to the practical benefit(s) that emerge from the reflection are highlighted and linked to the initial concepts and personal context.	Connections with the chosen context and the theoretical concepts are unclear or not stated. Reflections do not extend peer feedback to practical benefit(s) that emerged.
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### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2B

PEER REVIEW	Accomplished (9-10)	DEVELOPING (6-8)	Beginning (0-5)
Meeting	The meeting transcript and meeting details of the meeting occurring are recorded.	Includes either the meeting transcript or meeting details, but not both	No meeting recorded or documented
Strength Identified	Specific, thoughtful strengths are clearly described.	Strengths are mentioned, but vague or unclear.	Strengths missing or very superficial feedback.
Areas for Improvement	Specific, constructive suggestions given for several possible areas (organization, clarity, tone, etc.).	Minimal suggestions; focuses only on obvious issues.	No meaningful areas for improvement were discussed.
Post Review Reflection	Thoughtfully describes what feedback was helpful, clearly identifies specific points discussed, and explains how it will guide revisions	Briefly acknowledges feedback but is vague or general about its usefulness.	Minimal or unclear response to the feedback; shows little reflection.

*Detailed instructions and assessment rubric will be discussed in class then posted on D2L.*

### 3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: **March 13**

#### *Knowing the discipline as teachers and designers of learning*

The purpose of this assignment is for you to reflect on and engage in learning design that identifies teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade's program of study in your area of specialization.

*Specific topic and requisite planning templates will be discussed in class then posted on D2L.*

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment include:

- Identifies 3 appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to* do as a result of the planned activities; 10%
- Plans and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 40%
- Rubric specifically includes ways to assess acquisition of all 3 POS learner outcomes; 30%

- Overall plan is logical, cohesive, professional and adheres to format requirements including accommodations for an ELL student, an ADHD, and a gifted student 20%
- Accommodations planning will require getting to know the student profiles (provided in class) and spending time reviewing Part 2 of Making A Difference (Alberta Education, 2010). Supporting accommodation suggestions with the source and page numbers is required.

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:  
<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. **Assignments submitted after the due date without prior approval may be docked 10% per day late.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.  
<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxctCi1>

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA) President for the academic year is Tracy Dinh, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).**

**Werklund SU Representative is Siena Yee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).**